

## **The Army Training System (TATS)**

#### **Issues:**

- 1. Reports are that problems in TATS courses are not being identified until after the redesign is complete and the POI is staffed for approval.
- 2. The time to acquire RC/NGB approval of course (POI) changes is excessive.
- 3. NGB and USARC need to be directly involved during the analysis phase and throughout TATS course development IAW TR 350-70.

### **Discussion:**

- TRADOC Reg 350-70 identifies responsibilities and procedures to follow to speed up the approval process.
- Reserve liaison officers (LNOs), the link between the proponent schools and the RC training community, are not being adequately trained in the SAT nor in their responsibilities for TATS Courses.

#### **Recommendation:**

- 1. Implement and enforce the procedures described in TR 350-70.
- 2. Train the LNOs for their job:
  - > SAT course > TDMMC
- LNOs become proactive in the TATS Course development process.



## **TRADOC Reg 350-70 Excerpts**

Continuous RC involvement codified in TR 350-70

TR 350-70, Paragraph VI-6-2 and VI-8-2d., Responsib

- (3) Commanders/Commandants, Training/TD (Task) Proponents
- (v) For TATS Courses, coordinate with National Guard Bureau (NGB), Training Division, and Headquarters, U.S. Army Reserve Command (USARC), Individual Training, through the Deputy Assistant Commandant (DAC) (ARNG or USAR) or Total Force Integration

  Officer (TFIO):
- Officer (TFIO):

  I For subject matter expert (SME) support from functionally aligned TASS Training Battalions:
  - <u>a</u> Revised job and task analyses.
  - <u>b</u> Course design and development.
  - <u>c</u> Courseware validation.
  - 2 For concurrence:
    - <u>a</u> Proposed TATS Course Structure (including Common Core) and supporting narrative.
    - b TATS Course POI.



# **Design: Training Courses / Products**

Develop test items and compile tests. Select media. Determine resources, structure, and training sequence.

	Phase 1: Common Core (x hours)			Phase 2: Branch ( <u>x</u> hours)			Phase 3: Branch	
		Module A:	Mod B:	Mod A:	Mod B:	Mod C	Track 1 ( <u>x</u> hours)	
Technique o Delivery:	f	CBI	Small Group Instruction	Group- paced Instruction	VIT	Group- paced Instructio	Mod A n	Mod B
Methods of Instruction:		rogrammed truction, PE; & Test	Conf & Demo	Conf & Demo	Conf & Demo	PE (FTX)		PE; Demo; & Test
							Track 2 ≰ hours) Track 3 ≰ hours)	
Lessons:	L I	L L - L 2 3 n	L L L - L 1 2 3 n	L L - L 1 2 n	L L - L 1 2 - n	L L - L 1 2 - n	L L L I	L - Ln 4
Training Site:	AC	DL remote	Resident (Proponent School)	Resident (Propo- nent School)	Resident (Propo- nent School)	Resident (Propo- nent School)	Track 1: Resident (Proponer School)	
	RC	DL: 1: (DT) 2: (Remote)	Resident (AT/ADT)	Resident (IDT)	DL (non- resident IDT)		Track 2: Resident (ATADT)	
							Track 3: Resident (Proponen School, ATADT, or	
	Mobilization Training						<u>ID</u>	OT)



## **RC/NG Concurrence with revised TATS courses (PC)**

- The proponent school LNO must ---
- > Work closely with and keep apprised of all ongoing TATS Course revision/updating.
- > Coordinate with USARC and NGB to get SMEs to participate in critical task selection, course design, and validation as required.
- > Coordinate job analysis, task analysis, and course design issues with USARC and NGB.
- > Manage the RC review of proposed TATS course structure and POIs to ensure timely response to meet AC suspense.
  - > Facilitate resolution of non-concurrences and issues.
- > Identify and provide feedback to the proponent training developers of design and implementation problems.
  - Be the conduit to facilitate change and maintain effective relationship between the proponent school and the RC



# RC/NG Concurrence with revised TATS courses (POI) training development analysis directorate (Continued)

- The proponent school TD management must ---
- > Keep the LNO involved with all training analysis and course redesign/update efforts.
- > Provide time for the LNO to accomplish this primary responsibility.
- > Train the assigned LNOs in the SAT Process and ensure they are cognizant of the requirements included in the accreditation guides and supporting TD Quality Control checklists.
- > Send LNOs to the TRADOC SAT training and TDMMC.
- > Establish a good relationship with and work through the LNO to resolve all issues between the NGB/USARC in a timely manner.